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AND BOOK REVIEW

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Editorial.

ARTHUR HENRY CHAMBERLAIN

Helen Keller, bereft in childhood of those physical senses which to most of us seem necessary for mere existence; shut off from the world of beauty, hearing no sound, and speaking
HELEN KELLER no word, began a new life at the age of seven when, in the company of her teacher, Anna Sullivan Macy, she proceeded slowly, painfully, courageously to unlock the doors of knowledge. How, little by little, she learned to read, and speak; how at an age younger than that at which many of our brilliant boys and girls finish college, she passed from Radcliffe an honored graduate; how she mastered the English language, became familiar with the meaning of science and art and history and literature; how the every-day problems of our social, our economic, our political life that press upon us from every side in this open-eyed, open-eared, and tongued-free world, are as real and meaningful to her as to us,—all this and much more makes a recital that puts to the blush the most wonderful fiction or fairy tale. Since 1880 she has accomplished more than most great men and women accomplish in a life time. She has written wonderful books, she thinks deep thoughts, and she inspires and heartens all with whom she comes in contact.

Her visit to this coast will result in great good. Said one, after listening to Helen Keller in Pasadena: "It was just wonderful to see and hear that gifted woman, Helen Keller. I feel ashamed to think I know so little." "Are you always happy?" Miss Keller was asked. "No," came the reply; "none of us are. Why should I complain when I am surrounded by friends and love? With my mind I can see, with my spirit, hear."

The article by Helen Keller in this issue will be eagerly read by thousands. It was prepared especially for members of the California Teachers' Association, and for readers of this magazine. Mark her clear-cut, telling sentences, her skillful phrasing, her depth of thought, her wide range of knowledge, her sympathy, her simplicity. "I am sending," she says, "a short article on education. I have written it hurriedly on the train, and I have a notion that it is somewhat disconnected." In her lack of self-appreciation lies her greatness. Her courtesy and helpfulness are acknowledged by you, her readers and friends, and appreciation is passed on to her through these lines.

On another page is a statement relative to the new "primary act." By this act all elective school offices, both state and local, become non-partisan. We frequently speak of taking the schools "out of politics." Whether the candidate for a school office in the past secured recognition through the machinery of the party convention, or through the agency of party primaries, it was usually the job rather than the man that was given consideration. Moreover, the candidate for the office was forced to spend time and money in a campaign and was voted for largely on the basis of party label rather than of educational fitness.

Under the new order of things, no candidate for an elective school office is to be the candidate of any particular party. All candidates for such office are to be alike the candidates of all political parties. Every candidate who obtains the required legal number of signatures by petition will thereby be enabled under the law to have his name placed on the ballot of every political party. Thus voters of any or no party will be allowed to nominate the man or woman of their choice. This is certainly a long step in the right direction.

Up to the present time three candidates have definitely determined to enter the race for State Superintendent: Hon. Edward Hyatt, the present incumbent; A. J. Cloud, Deputy Supt. San Francisco Schools, and President Allison Ware of the State Normal School, Chico. Mr. Ware was candidate for State Superintendent at the last general election.

According to a recent number of the "Fresno Republican," it is proposed to launch in the San Joaquin Valley a new publication, known as "The Educational Digest." In it there will be taken up, not only problems of general interest, but particularly problems relating to the schools of the central San Joaquin region. Two hundred and fifty subscribers have been secured, the price for the ten issues yearly being 50c. Support is promised by various school officers of the locality. Geo. H. Huntting will be editor-in-chief, and associated with him, Mrs. E. O. James, Miss W. E. Schaeffer, and C. E. Phelps.

Let the good work go on. We shall welcome the new output. As suggested in a recent editorial, any large center of population with tributary country, may well afford a local publication, the better to tie together the teaching interests of the region and to discuss the local problems. The great difficulty is in financing such an enterprise. All over the country, new educational magazines are springing up yearly. Very few ever reach volume two. The field is strewn with the wrecks of these attempts begun with seriousness and enthusiasm. Fresno does not offer sufficient advantages as an advertising center to warrant the publication there of an educational magazine of any considerable size.

If the promoters of the Educational Digest will limit themselves to a bulletin, or an unpretentious output of a few pages, it may survive. The subscriptions, whether 250 or 2,500, will go a short way toward placing a magazine on a financial basis. Those who have charge of the work are competent. We wish them every success.

Much has been said of late in criticism of our public schools,—our lack of system, our stereotyped methods, the failure to meet life's conditions, our emphasis of non-essentials, the domination by the higher of the lower schools, the lack of the vocational motive in education, the casting in the same mould of each child, whatever his likes or dislikes, his needs, his aptitudes, his abilities, his tendencies. Many go so far as to contrast our schools with those of the "good old days" to the disadvantage of the former. There has never been a time in the history of the world when there was greater need for self-examination than now. Wherever open-minded men and women are found, there the weaknesses in our educational system are recognized and acknowledged. Self-complacency, and satisfaction with things as they are,—this attitude is giving way to healthful unrest and a desire for things as they ought to be. There is great room for improvement.

As the past five years have recorded more marked advance in many fields of educational endeavor than have the fifteen years preceding, so may we expect greater changes and more far-reaching reforms to come about in the next five years than were recorded in the past fifteen. That man or woman is lacking in vision who imagines we have

reached the ultimate in the application of science to the arts and industries; of the problems of history and the development of peoples and nations to our social and economic advancement; of educational facts and forces to the improvement of our physical fibre, our intellectual being, our moral structure.

If, with all the acknowledged shortcomings in the education of today, there was ever since the dawn of history, a more efficient school than the one we now have, no one has been able to demonstrate the fact. *As a human institution the present-day school is far and away the best the world has ever seen.* That our readers should get a glimpse of the situation as it appears, not alone to some of our educators in and out of California, but to men and women who, because of their active connection with the affairs of life, are enabled to look at the problems of the school from an angle no less important, expressions of opinion have been asked. Statements in this issue upon the great needs of education, or the most significant tendency in education today, by some of these leaders and thinkers, will be followed by others no less valuable. Contributors this month are Samuel Gompers, President American Federation of Labor; ex-President Eliot of Harvard; President Joseph Swain of the N. E. A.; Mrs. Susan M. Dorsey, President Southern Section, C. T. A.; Robert J. Aley, President National Council of Education; Miss Julia C. Lathrop, Chief Children's Bureau, U. S. Dept. of Labor, Washington, D. C.; Mrs. Minnie O'Neil, County Superintendent Schools, Sacramento.

During the past fortnight there has come to our ears much complaint from widely divergent sources of the unprofessional attitude of various members of our fraternity. It is claimed that "PUT YOURSELF IN HIS PLACE" aspirants for this or that teaching or supervisory position make personal or written application, knowing in some instances that the present incumbent has no intention or desire to retire nor that his resignation is called for. Sometimes, indeed, the applicant calls the attention of the board to the fact that "it is understood so and so is to resign," and hence, application is made, etc.

There is probably less cause for criticism of such unprofessional acts among teachers than exist in most lines of endeavor. Applications should either be of a general nature or for specific positions where definite information of vacancies has been given.

A PLEA HELEN KELLER

(The following article was prepared by Miss Keller while on the train from Ashland to Roseburg, Oregon, March 26th. As her weeks with us in California were busy ones and as many calls were made upon her time and strength, grateful thanks are extended to her for her readiness to respond with this notable contribution.—Ed.)

I MAKE a plea for universal education. The highest education possible should be within the reach of every child in the land.

This has long been the theoretic standard of American education. We spend millions of dollars annually on our schools. And yet the people are not educated. We have not even succeeded in abolishing illiteracy, and multitudes are debarred from an adequate education. Ignorance stalks through the land. Everywhere we hear of lack of efficiency, dearth of ideas. The people walk in great darkness, and know it not. The children are not trained in essential things. They are not taught to think, to toil, to serve. They leave school after a number of years uneducated. They cannot speak or write their mother tongue. They have not learned to do any useful thing well. They have studied geography: but what do they know of the great world they inhabit? They have studied physiology: but of the vital truths about their bodies they are as ignorant as candle-moths. They have studied history: but of the real life history of the race to which they belong they know nothing. To literature, art, music they are blind and deaf. The little knowledge they have gained is pitifully unrelated and unvital.

Why is our education so non-educating? I think because it lacks reality and vitality. It is over-intellectual in its aims for the brief school period it covers. Its purpose is to instruct rather than to awaken and stimulate. Too much time is given to imparting information, and not enough to developing the innate capacities of the child. His initiative, his executive powers, his imagination are stunted in the process of acquiring knowledge which does not interest him, and which he proceeds to forget as soon as he can. I believe that our educational system needs reconstruction. Not until we let the child lead us shall we find the true education. When we understand that it is the child's prerogative to educate himself by doing, we shall have solved many of the perplexing problems that confront educators today. The child's initiative is the path out of the failure that besets our endeavors to educate him. His needs, his capacities, his intellectual hunger are what counts in his education. When the school surrounds the child with right conditions, he will do the rest, and the things that he will do for

himself are the only things that are essential in his education. The things that boards of education prescribe for him are learned because penalties are attached to failures to learn them: but they do not enrich his mind or train him for the struggle of life.

Education should not be thought of as separate from life, but life itself. It should train all the powers of the child for all the activities of life. Things learned should be related to things done. The school board should be the scene of actual accomplishment. Children should have opportunity to observe animals and growing fruits, flowers and grains. They should be taken to fields, gardens, dairies, poultry-yards and stock farms. They should learn to revere the names of those whose genius has added to the comfort and enrichment of all men rather than the chronicles of kings and generals. It is more important that we should understand the processes of production and the evolution of industry than that we should know about the Gallic wars or the dates of English kings. Education that is worthy of the name quickens the mental faculties and vitalizes knowledge. More and more does it become clear to me that all the failure of education to educate is due to lack of inspiration, vision. Very little is done to cultivate the imagination, to feed the child's sense of beauty, to arouse his interest in things that really matter. Too much time is given to intellectual gymnastics which tend to destroy the gentler energies of the heart and the spirit. Work that is not enjoyed is seldom profitable.

This does not mean that there shall be no labor. We cannot enjoy anything without mastering it, and mastery implies hard work, uncongenial details, difficulties overcome. But the consummation of labor is joy, joy of activity, joy of discovery, joy of achievement. To want to know is more important than to have learned many things under compulsion. The child must understand that what he is learning is connected with his life, and concerns the world as it is. Otherwise his education is a dreary wrestling with shadows, a "Much Ado About Nothing." All children begin by wanting to know. We quench their enthusiasm with dead languages, dead chronicles and dead traditions. What educators need is a little more common sense and a great deal more imaginative sympathy with the child. Let us make a clean sweep

of old processes and try to interest our children in the beauty and richness of modern life, its hopes, its problems. I do not write as a pessimist or as a fault-finder, but as one who loves the child, and believes that through right education must come our social deliverance. The greatest asset of the nation is its children. Locked up in them are the resources, the talents and the potentialities that will shape the destinies of the race. A wise generation should see to it that none of these precious resources are wasted.

This brings me back to where I started; I make a plea for universal education—education that will educate all the people and secure for them means and opportunity of service and expression, education that will open up to them everything that has ever engaged the great and eager affections of men and women since time began.

HELEN KELLER—AN APPRECIATION

EDITH M. HODGKINS

President Los Angeles City Teachers' Club

THE public appearance of Miss Helen Keller and her teacher, Mrs. Anne Sullivan Macy, under the auspices of the Los Angeles City Teachers' Club, was an event of more than general interest. The capacity houses both evening and afternoon proved that others besides teachers welcomed the opportunity to hear a noted teacher tell of the education of the most wonderful pupil of the age.

Mrs. Macy spoke eloquently of her work for twenty-seven years as Miss Keller's teacher. She described her entrance into the Keller family to take charge of the deaf, blind, mute who, at six years of age, was so spoiled and uncontrollable that the task of education looked well-nigh impossible. With a wealth of interesting, touching or humorous detail she sketched the various steps in the wonderful unfolding and development of Miss Keller's soul.

Miss Keller, herself, then addressed the audience, telling in a short talk her views and impressions of life and the world as she perceived it. After her talk, she delighted the audience by answering their questions which Mrs. Macy repeated to her. Her instantaneous and apt replies were an amazement and brought peals of laughter and applause.

Miss Keller enunciates slowly, but every word she speaks can be understood, especially after she has spoken a few minutes. When she talks her face becomes as eager as a child's and she watches for each question as though engaged in an exciting game. Her vocabulary is very extensive and she is informed on every subject of interest. She answers many of the queries before they can be completed, her brilliant mind catching the import of the questions with the first few words.

Miss Keller, in private life, is one of the most charming and lovable of young women. She has a perennial and universal interest in people and events. "Of what are you speaking?" is a frequent question on her lips, and so keen is her mind that one is glad to communicate with her even slowly.

When one first sees her and hears her speak, tears come to the eyes, and the heart, touched by a great and almost overpowering emotion of wonder, compassion and admiration, almost stands still in awe at the miracle. But as one hears her talk further and realizes the great happiness which life holds for her the feeling of compassion dies away. Gradually, also, if one has the good fortune to be closely associated with her for a few days the wonder disappears and there is left only admiration mingled with affection which continued association would surely develop into a lasting friendship.

EFFECT OF THE DIRECT PRIMARY LAW

(Approved June 16, 1913, Statutes 1913, page 1397, as regards the Election of the State Superintendent of Public Instruction)

PERCY A. WOOD*

Section 5, subd. 3 of the direct primary law provides in part as follows:

"In the case of a nomination paper for any candidate for a school office,, no such nomination paper nor any section thereof shall contain the name of any political party, of any signer thereto, nor shall the candidate be referred to as a candidate for the nomination of any party; and any nomination paper for any candidate for a school office,, may be signed by any registered qualified elector., whether being registered as being affiliated with any, or with no, political party."

* On invitation of the Editor, Hon. Job Wood Jr. has requested his son, attorney-at-law, to prepare this statement.

Section 5, subd. 9, provides as follows:

"In the case of a candidate for nomination to a school office, nomination papers shall be signed by not less than one-half of one per cent, nor more than two per centum of the total vote cast by all political parties at the last election in the state..... in which such candidate for school, office seeks nomination."

Section 12, subd. 1, provides as follows:

"All voting at primary elections within the meaning of this act shall be by ballot. A separate official ballot for each political party shall be printed and provided for use at each voting precinct, **but all such party ballots must be alike in the designation of candidates for school, offices.** The ballots must have a different tint or color for each of the political parties participating in the primary election. There shall also be printed and provided a non-partisan ballot of a different tint and color from all the others (or white, if the others are all colored), which shall contain only, but in like manner, all the candidates for judicial, school, offices to be voted for at the primary election; and one of the non-partisan ballots shall, at the primary election, be furnished to each registered qualified elector who is not registered as intending to affiliate with any one of the political parties participating in said primary election; etc."

Section 12, subd. 6, provides as follows:

"The group of names of candidates for nomination to any school office, shall include all the names receiving the requisite number of signatures on a nomination paper for such office, and shall be identical for each such office on the primary election ballots of each political party participating at the primary election; etc."

The operation and effect of the foregoing quoted provisions of the direct primary law is to emancipate the election of the State Superintendent of Public Instruction from politics. In other words, the office has become a non-partisan office.

The persons who signify their intention, according to law, of being candidates for the office of State Superintendent of Public Instruction and secure the requisite number of signatures to their nomination papers, are not the candidates of any political party but are absolutely non-partisan candidates. At the primary election their names will not be printed on the ballot of any one political party, but will be printed on the Republican, Democratic, Progressive and non-partisan ballots in exactly the same order and without distinction.

If any one of the candidates for the office of State Superintendent of Public Instruction receives a majority of all the votes cast for that office at the August primary election, he shall be the only candidate whose name will be printed on the ballot at the November election for that office, but if no candidate receives a majority of all the votes cast for that office at the August primary election the names of the two candidates receiving the highest number of votes will be printed on the November ballot, and also the names of such candidates for the office as may be nominated by petition after the August primary election.

SIGNIFICANT EDUCATIONAL TENDENCIES: A SYMPOSIUM*

(Samuel Gompers, born in London in 1850, established himself in this country as a cigar maker. His sympathy with the laboring interests led up to the founding by him and his associates, of the American Federation of Labor, of which organization he was the first president and has continued such. Samuel Gompers has done more for the cause of organized labor in this country than any other man. Realizing the close relation between the labor problem and the development of the American people and American educational institutions, his interest has permeated to all fields of education and life. His statement shows the optimism he feels in the outcome of our educational endeavor.—Ed.)

BY SAMUEL GOMPERS,
President American Federation of Labor

The most conspicuous error of our educational system has been the sacrifice of individuality to a system. Until late years our schools have had the forms of democracy rather than the spirit. This has been true because when the people assumed control of the educational system and established free schools for the people, they did not change or modify pedagogical standards or methods so as to adapt them to the needs of the children from all walks of life. The attempt to force upon uninterested and unwilling pupils educational ideals that had been evolved for certain classes or professions failed.

Modern educational leaders have endeavored to democratize educational theory and practices, and to afford to every child such training and help as will stimulate his initiative, develop his mentality and make him a resourceful, independent participator in the affairs of life. They are doing this by conceding that the truths and data used for mental training are not necessarily found in books, but may be deduced from the conditions, facts and relations of present day life, and that culture is not acquaintance with certain writings sanctioned by tradition, but is a habit of mind alert and able to detect the genuine, aware of what things are vital and able to understand and test relations between forces. This training may be acquired by considering materials of present day life as well as those embodied in books.

Public schools are now assuming the duty of helping the individual to find himself and to be ready and able to do his work in the world. The working people have urged the need of this educational ideal and will continue to press upon public attention the right of every child to the stimulation and development of its powers of body, mind and heart.

*These statements, made in response to our request, are timely. Others will follow.—Ed.

BY ROBERT J. ALEY,
President University of Maine and the
National Council of Education

(The wide experience of President Aley renders his statement of exceeding value. As teacher, as superintendent, as head of the school system of the State of Indiana, as president of the University of Maine, and of the National Council of Education, he is recognized as an authority on school matter.—Ed.)

It is now generally believed that education is a life process, and, therefore, can never be finished. This view has a tendency to make students out of grown people. Evidence of this is seen in the great number of mature people who take correspondence and extension courses, enroll in night and short unit schools, attend lectures and read scientific magazines and books. Those who do these things are sympathetic to the more direct educational work of the school. This makes it possible to form a closer alliance between the home and the school than has yet generally been made.

In many places home and school associations are already formed and are doing much good. Schoolmen will lose a great chance if they do not seize the present opportunity to unite school and home in a fight for greater and better things. No bigger thing for the future of our country can be done. Such an alliance will mean better financial support, more regular and longer school attendance, and a helpful appreciation of school aims and results.

BY MRS. SUSAN M. DORSEY,
Ass't Superintendent Los Angeles City Schools
Pres. Southern Section, C. T. A.

(As vice-principal for many years of the high school, as assistant superintendent of the Los Angeles schools, as president of the Southern Section, California Teachers' Association, as active in all movements for the moral and social welfare of the children, and as a strong advocate of the raising of standards in the teaching profession, Mrs. Dorsey has done much for Los Angeles and for the state.—Ed.)

The SIERRA NEWS asks for a brief statement of what I regard as the most significant trend in educational work today. This may be indicated by the almost universal interest felt in the introduction into our public schools of vocational training and its adaptation to community needs. It may be the manifest determination on the part of educators to send into the world of action boys and girls with an

aroused civic consciousness. To venture another opinion, this most significant trend may be the emphatic demand for a more effective moral training of school children, or it may be the movement to make the schools serve the broader interest of the community through civic center endeavors.

All of these school movements, however, are but symptomatic and point to the one general, inclusive tendency toward the *complete* education of the *whole* child demanded by a democracy. *This*, the really significant trend, is the tendency amounting to a determination, to make the public school, which is owned by the people and operated by the people, yield to the people a complete education of the whole child.

BY CHARLES W. ELIOT,
President Emeritus, Harvard University, and

JOSEPH SWAIN,
President Swarthmore College, and the N. E. A. •

(The statement has a double significance, coming from ex-President Eliot through President Swain. Perhaps no man in the United States or in any nation has a more complete world-view than has the man who for years was president of Harvard. President Joseph Swain of Swarthmore College was at one time connected with Stanford University. His qualities of leadership were recognized by his recent election to the presidency of the National Education Association.—Ed.)

In preparing the program for the National Education Association next summer, I have had a number of letters from educational leaders all over the United States, and there is a paragraph in a letter received from President Eliot which I think is of great significance. He has given me the liberty of using it as I see fit. I am therefore glad to have this opportunity to present it to the teachers of California. It is as follows:

"For me the most interesting educational topic of the present time is how to get an education of high cultural value out of the teaching of exact science and the inductive method, and the imperatively needed training to skills of all sorts,—eye, hand, ear, and nervous system generally. In your place I should try to get this problem dealt with by several persons who approach it from different directions. It is clear that what is called concrete and practical training is capable of imparting a high degree of culture, a strong power of application and a

disciplined memory; but our school systems have not yet learnt to do it."

I did not include this question in the general program of the N. E. A., as it seemed to me it should be discussed by very many people informally throughout the country, and especially in educational meetings where there could be short contributions from a large number. Perhaps after a few years of such discussion it could be profitably made a topic for the general session of the N. E. A. I leave the question with the readers of the SIERRA EDUCATIONAL NEWS for such thought and discussion as may seem best to them.

BY JULIA C. LATHROP

Chief Children's Bureau, U. S. Dept. of Labor,
Washington, D. C.

(Julia Clifford Lathrop was connected with the Hull House, Chicago, for a number of years. She has made a special study of education for children, and juvenile court laws, and has allied herself with every important movement for the social betterment of the masses. She has held numerous offices of honor and trust, and is today regarded as an active leader in her field of work.—Ed.)

The Government inquiry entitled "Why Children Leave School" showed that eighty per cent of the children interviewed did not leave because of financial pressure but because either they or their parents "couldn't see the good of it." I believe the most vigorous tendency in public education today is that of making the schools inviting to the children and at the same time such as to commend themselves to the judgment of parents. Our problem is of course that of working out true types of industrial education for the United States.

There is already a literature on the subject and much experimentation, but the problem is far from solved, and that because it is more complex in this country than it is elsewhere, for we demand not only technical industrial training, but for the same children at the same time cultural training, an education which awakens and justifies ambition.

The President has just appointed the members of a new Commission to report upon Vocational Education. The Commission on Industrial Relations lately appointed includes child labor as a factor of industrial unrest and this points to substituting for child labor an education which will fit the child for satisfying work. Various Government Bureaus are working on phases of this educational problem—

among them the Bureau of Education, the Bureau of Labor Statistics, the Children's Bureau, the Bureau of Plant Industry, and the Public Health Service.

These facts are among the signs of general interest upon which the educational profession can depend.

MRS. MINNIE R. O'NEIL,
County Supt. Schools, Sacramento

(The foundation of our educational structure is moral training. As teacher and as superintendent, Mrs. O'Neil has always placed action above knowledge. As Secretary of the Northern Section, C. T. A., she will be in no small degree responsible for the meeting next fall.—Ed.)

The great educational need today is that of every age and generation—teachers of character and of knowledge. Teachers possessed not only of knowledge of the subject matter but knowledge of the child as well, so that when the latter has mastered the rudiments and acquired habits of virtue and study he may be directed to material success along the line of his inherent ability. Teachers of character so true that through the power of noble personality and strong soul and through the influence of the great thoughts and noble deeds that make palpitant the pages of history and literature, our youth may be developed spiritually; inspired with courage to master difficulties and to overcome low tendencies; and awakened to the realization that if they are to attain to their full stature, they may not live unto themselves alone, since they owe well defined duties to their fellows, to society, to the state, to the nation, and to God.

THE PROBLEM OF ATHLETIC CONTROL*

FRED W. KOCH

Athletic Director, Lowell High School, San Francisco

TWO recognized evils have resulted in the demand for proper control of athletics in our schools.

First, and almost universally, we find that the entire interest in school sport is centered about one big team, made up of the best athletes in the school, who by virtue of the fact that they are the most

*Portions of a report made to a body of San Francisco teachers.

physically fit, are chosen to enjoy all the benefits of the sport and to spend all the athletic funds. The anaemic little fellow, who needs the exercise most, must be content to forever sit on the bleachers and cheer for the big team.

Second, and dependent upon the first phase of the matter, we find that the condition mentioned above can result in nothing else than a sort of hero worship,—bad for the hero, who feels that it is necessary for him to do little else in school than be a hero, and bad for the other fellow, who feels that his only duty to his school is to attend the games, and, as a “rooter,” contribute such gate receipts and inspiration as will urge his particular team of heroes to victory.

If competitive sport should not be crushed out, its benefits should be extended so as to reach all classes of boys—the physically weak as well as the physically strong. The individual hero, who is in a class by himself athletically, should be swallowed up in general competition of the class so that his share, in proportion to his strength, should be but a contribution toward the general average excellence of the class. This general excellence may be advanced as well by the small boy as by the trained athlete; in fact, the improvement in the untrained boy should be greater than in the experienced athlete.

At the Lowell High School in this city, an attempt to correct the two above mentioned evils has been made, and the enthusiasm with which it has been received by the non-athletic boys gives encouragement in the belief that the system will ultimately solve the problem.

The boys are dismissed to the yard for their athletic exercises. Two measurers are appointed and one by one as the names appear on the roll call, the boys take their turn at the running broad jump, the shot put, pole vault or whatever game is on for the day. At the end of the day on the blackboard in one of the rooms is posted the *class* average in the event of the day as well as the name of the best performer and his record. But it is not the name of the champion who attracts the attention of the crowds of boys who watch this bulletin board from day to day. It is the class average. Today High I C will average 13 feet in the running broad jump, by virtue of the fact that it has two exceptional jumpers in its class who pull the average up. Low I A, seeing this, determines that, although it has no stars amongst

its number, it still has a chance, and every boy, to the little fellow weighing less than a hundred pounds can contribute. It figures that, if each boy raises his jump three inches, the class average of 12 feet 11 will be raised more than enough to defeat the older rivals. It is the little fellow who is depended upon to raise this average and when he succeeds, the same praise comes to him that comes to the old athlete who breaks a record. I have seen many a good jumper exceed the class average by a foot but the little fellow who beats his last week's jump by six inches receives the applause of his fellows, for it is he who has saved the class from defeat. To him comes the thrill of the victor, the satisfaction that he has done something for his class.

And so, in the shot put or the high jump, the boy who improves gets the credit, not necessarily the fellow who is a born jumper.

The class relay average is obtained by dividing the total time of the race by the number running. The fastest runners in the 100 lb., 120 lb. or unlimited weight classes are soon discovered.

And after all is over, every boy has had his share of the thrills of victory if he deserves them,—the gratification of his ambition to excel in that which interests him.

We must bear in mind, however, that the basis of the system is threefold: First—Everybody takes part; second—General averages count; third—Where possible, exercise leads to excellence in the boys' own games.

ENGLISH: SOME CURIOSITIES IN DERIVATION AND PRONUNCIATION

SIDNEY BOVINGDON

WHEN the child comes to the teacher a small list of probably 100 words forms his real working vocabulary. The working man has a vocabulary of perhaps 500 words; the average professional man, 2,000 words. The literary man has a larger number up to Milton with 8,000 and Shakespeare with 15,000 words.

DERIVATION

How can the teacher help the pupil form the habit of looking not only *at*, but *into*, the words of the mother tongue? I venture to suggest that a beginning be made using words with a striking history: as

bayonet from Bayonne, in France, and pistol from Pistola (ia) in Italy, where they were first made; calico from Calicut; dahlia and fuchsia from Dahl and Fuchs, eminent botanists; July and August from Julius and Augustus Caesar; March from Mars, the war god; January from Janus, the god that looked both forward and backward; Wednesday and Thursday from Woden and Thor, Scandinavian deities; macadam and macadamize from John Macadam, the inventor and first builder; candidate from Candidus, white, because in ancient Rome the candidate went about in white garments; sincere from sine and cera, without wax, referring to the fact that good Roman furniture needed no wax to conceal its defects.

There is a multitude of words whose meaning is almost immediately apparent, if the pupil has at command a little Latin. October the 8th, and December the 10th month of the Roman year; the English towns from the Roman Castra, Camp; Chester, Bicester, Towcester, Worcester, Lancaster, Colchester are suggested as a beginning. Others not so plain but equally interesting are caprice, from Capra, she-goat, referring to the unexpected sidewise jump of a goat; mob, from mobile vulgus, meaning the easily moved common people; bankrupt, referring to the old custom of going to the place of the merchant and formally breaking his bench in the merchants' exchange to signify his bankruptcy; ambition, from amb, about, and io, go, signifying the going about soliciting votes.

Sometimes the knowledge of a word gives an epitome of the history of an epoch or a movement—from ostracize we may see the Greek custom of voting citizens into banishment with the oyster shell. Pagan, from Pagus, a village, meant simply a villager. Note the transition—villagers are rustic, uncouth,—not cultured—out of the influence of the gospel and therefore unbelievers; so we now have Pagans in the modern sense of heathen. Villain, from being a mere worker on a farm, villa, has run a similar course of degradation. Forest, from the Latin foras, out of doors, originally had nothing to do with trees. It was land out of the common jurisdiction of the law. And when William the Conqueror created the *New Forest*, it is not to be understood that he appropriated wild land. He depopulated land already in cultivation—sixty thousand acres—and made wild land of it.

Sometimes two or more words are the same with a slightly different form or meaning: onion and union; thorough and through; major and mayor; Caesar, Kaiser and Czar; captive and caitiff; radius and ray; quiet and hospital and hotel; pouch, poke, pock, pox, and pocket; small pox are small pockets—the miner calls his gold pouch a poke, and “buying a pig in a poke” is a common saying.

Hoc est corpus, slight-of-hand jargon, has become hocus pocus. Mary Magdalen through the French Madeline has become Maudlin. A stream near the Colorado-Nebraska line instead of being called by its ancient name, the Purgatoire, is now the Picket wire, and the name Mater Cara applied to the Virgin Mary had become Mother Carey, as in calling the stormy petrel Mother Carey's chickens.

Most of the changes in words are gradual, but some few are abrupt and very few words are absolutely new creations. In 1859 a chemist experimenting with coal tar dyes produced a new shade of red. He named it from a battle recently fought, the battle of Magenta. A practical joker in France set going the rounds of the newspapers what purported to be an incident illustrating the remarkable voracity of ducks. That a certain Count M., observing this characteristic, tested it by confining twenty ducks—the French word for duck is *canard*—a whole day without food. He then killed and cut into small parts one of the twenty, beak, feathers and all, and fed it to the nineteen. Next day he killed and minced up one of the nineteen, which the remaining eighteen consumed to the last particle—and so on day by day till one *canard* on the twentieth day contained his nineteen companions. The newspapers of France gave credence to the tale and when at last the hoax was exposed the word *canard* was adopted as a term for any unbelievable yarn. So *canard* or duck story is a synonym for fish story. The word gas was the arbitrary creation of the Dutch chemist, Van Helmont, in 1660. In a Dublin theater some men were speaking of the possibility of creating new words, and the manager, Daly, laid a wager that he would make a word of no meaning and have all Dublin talking about it inside of twenty-four hours. During the night he had all the blank walls of the city covered with Q-U-I-Z. He won the wager.

PRONUNCIATION

The English language, starting with a basis of Low-German, is built up of Anglo-Saxon, Latin, Norman-French, Greek, and many others. So it comes about that few laws are observable either in its construction or pronunciation. It is a most difficult language to learn because the exceptions to any attempted rules are so numerous. The study must be largely one of individual words. However, considerable help may be got in pronunciation by taking into account the language from which the word is derived. For example, the names of Balfe, the Irish composer, Rolfe, the Shakespearean scholar, and Wilde, the English author, are all pronounced in the English way, that is in one syllable. Similar names from the German or Italian would be pronounced in two syllables, as the German historian Wilde (Vil'-de), or the Italian singer Duse (Doo'-zay).

Take the English names Ab'bot and Gab'ot as compared with the French names Carot' and Carnot'—in English the accent inclines to the penult syllable and the final t is sounded; in the French the accent, in these as always, inclines to the last syllable and the final t is silent. The name of the composer Chopin is accordingly either Shopan' or Sho'pin, as he is considered French or Polish. So Pinchot is either Pin'chot or Pin Sho' according to whether the name is Anglicized or not. We have another illustration in the name Jordan, spelled alike in America, France, and Germany. However, while our eminent scientist and educator is David Starr Jordan, the German painter is Rudolf Jordan (Yor'dan), and the French politician is Camille Jordan (Zhordan').

One more illustration of this naturizing tendency: Cicero, the Roman orator, is called in Germany Tsi'tsero, in Italy Chi'chero, in Spain Thi'thero, in France Sise'ro: in other countries still differently, each according to its own idiom. Here is ventured a word to Latin teachers. Regardless of so-called system of Latin pronunciation whether English, Continental or Roman, it is agreed by all the authorities in this country and England to pronounce in the English way all proper names and all medical, legal and common Latin quotations;—as Caesar, Varus, Oedipus, per se, in hoc signo vinces, esse quam videre, veni vidi vici. Teachers who use the so-called Roman method need to caution their pupils frequently on this point.

AT THE GOLDBURG SCHOOL

HON. EDWARD HYATT

Superintendent Public Instruction

A FEW days ago I went out to the Goldburg School, to attend the Arbor Day exercises. The principal is Mrs. Osborn.

The school is an old, old one, going back to the time when the memory of man runneth not to the contrary, a little, old poky one-room district. Of late years, however, it has felt the thrill of life beneath its keel—it starts, it moves, it leaps into the arms of the activity of the neighboring city. A year ago it built a beautiful house of four rooms, sufficient for all the peoples that could come for many aeons unto the future—surrounded by five acres of ground, as big as all outdoors, sufficient for an army with banners! Goldburg was settled for all time!

But, last week, upon my arrival, four teachers and four roomful of children were there—the house for all the future was packed before the close of the twelve-month. So it seems to be, nearly everywhere. A splendid school grows by what it feeds on, it stimulates interest, it attracts custom, it instantly responds and fills up and justifies its being.

Mrs. Osborn had massed her four rooms into one room, packed like sardines, two in a seat, with boards full of youngsters all around the walls, and front and back. Another room with sliding doors was filled with visitors. She made a little opening statement:

"We have been observing Arbor Day all week—out doors, on the school grounds. In the southeast corner, we have planted 25 maple trees for our outdoor lunch room. We and those who come after us will have grand times eating in the shade. In the southwest, we have planted 25 trees, no two alike. These are for our park, where we will get acquainted with the different trees that grow well in this part of the state, and make friends with them. Between these two groups of trees we have planted peppers and magnolias, evergreens, so that we can have greenery to decorate the rooms, especially when we invite our friends. Over in this direction you will see the swings and teeter boards and slides that the children use in their play, and back of them we have planted many roses and smaller flowers, in our gardens. All this has kept us busy outdoors for a week; so today, for a change, we will have a celebration all indoors, for our friends. We hope you will enjoy it."

While she was thus talking along in a pleasantly conversational way, I studied her with some attention. She was a slender woman, with a singularly alert, intensive manner and look—unassuming, simple, and direct. Her age? Oh well, now, what would you lead me into?

Her age was an indeterminate figure, somewhere between 20 and 60—but inclined toward the 60. She told me she'd retire when she got tired of teaching, but she didn't expect to get tired. She had taught more than 30 years and liked it better than ever; and so far as she could see, her children and her people liked it, too. She was vastly proud of her school—of the beautiful building, the spacious grounds, the decorations, the up-to-dateness and all that. She was proud of the achievements of her youngsters and proud of her trustees and proud of the enterprise of her people—her pride and enthusiasm made a warm, genial glow, it exuded, it bubbled over!

Right here, I stopped a moment to reflect. What is it that has furnished the steam to keep this woman going? Why has she this power? What has enabled her to assume the management of this school and command the co-operation and the confidence and the esteem of all these children and all these trustees and all these parents? She had no degrees, no pedagogy—the rah rah boys had not been invented when she was young. I guess it must be her *enthusiasm*—her young and enthusiastic spirit, that could not be chilled by frost or adversity, that could not be quenched by sodden indifference and brutal opposition.

That is it—*Enthusiasm*, the bounding, elastic Spirit, that rises up every morning fresh and bright, no matter how badly bruised and beaten to earth the day before! That is the thing that makes the difference between him who is and him who is not a school master. That, my friends, is the elixir that prevents us from growing old and ugly; that is the healing balm that sustains us through stress and trouble; that carries our insupportable burdens and lifts us over our impossible obstacles. Enthusiasm, generous, whole souled appreciation of the efforts of others, is the schoolmaster's magic key, unlocking wonderful things that would otherwise be closed. It unlocks the door of failure and admits us to the sunshine of success. It unlocks the stubborn nature and thaws out the suspicious spirit of the 6-year-old and the 16-year-old and the 60-year-old alike. It unlocks the best work, the kindest co-operation, the fullest confidence of child and parent and citizen, too. It is the universal solvent for human nature.

Generous enthusiasm? Why, it is the difference between life and

death. It is the sparkle and zest of living. And it doesn't depend upon fortune or ease or outward conditions at all. It depends upon you. It is a habit of mind. The enthusiastic spirit is more likely to be found in lowly places than high. It is surrounded, hedged in, held down by as many toothaches, neuralgias, bad school houses, slow peoples, unfortunate circumstances, narrow minded superintendents, ignorant boards, as the veriest grouch in California. And, mark this! The enthusiastic spirit cannot be held down. It rises over night. It lasts for 60 years and longer, if life endures. It takes all the ills in the catalog and changes them to the opposites.

What? Are you a teacher of youth? And have lost your cheer? Is your spirit beaten? Are you complaining, whining, scolding, hunting for trouble? Isn't the grass green? Don't the flowers bloom? The stars shine? The children play with joy?

Why, then, are you dead? The place for a dead one is the cemetery. The world doesn't want you to teach its children and it won't have you. Childhood is spring-time and light and life and joy. If you can't enter into it, help it, lead it, the world will eliminate you, by a process slow and lingering, perhaps, but sure nevertheless; and not so very happy. But, here! How we have been running away, to be sure.

The Goldburg children went on with their Arbor Day exercises. The first number was music from the band, consisting of 34 pieces, 17 mandolins and 17 violins. Some of the children played very well and some not so well. Some were quite young. "Yes," said the teacher, "any one who gets a mandolin or a violin can join the band and take lessons. Nobody barred on account of age or size. Thirty-four is a good many for this little school." Here were 34 engrossed, interested, wrapped up in their musical enterprise—practicing, taking lessons, absorbed in school and out, taking pride in their team work, anxious to show the astonished world how they could play. One-fourth of the discipline of the whole school is thus entirely removed, isn't it? This particular 34 have found an outlet which drains away their particular devilments and obstinacies, haven't they? They are working with instead of against the school organization, aren't they? And they make an object lesson, a center for all the rest of the school to rally

around, don't they? Fortunate the teacher who has genius and enthusiasm to turn the spirit of the crowd into some general school enterprise that lets off the steam—the steam, that otherwise comes up through a thousand unexpected cracks and blow holes to vex him, confound him, wear him! It isn't always a band. Sometimes it's collecting postage stamps—or anything else that the teacher loves.

The exercises went on quite rapidly. Nearly all were concert recitations or songs, where a whole grade or a whole room would act together. "We have no 'picks,'" said Mrs. Osborn. "We don't pick out two or three and train them to great skill, while the others do nothing, but the whole class gets the same treatment. No 'Picks' at all in this school." Accordingly, the 7th grade stood up and recited in its place, and the 3d and the 5th—rapidly, one following another. In an hour a great deal of ground was covered.

Once, two big girls came to the front. One of them forgot her line—blushed, hesitated, put her hand up to her face—began again at the beginning and stuck fast again at the same place. A titter ran around—one of those horrible scenes was impending, embarrassing, dreadful, ending in a flood of tears and leaving a life long thorn of shame and humiliation. "What's the matter?", cut in the cool, composed voice of the teacher. "I've forgotten that line," confessed the girl. "Skip it," said the teacher. "Skip that line and go ahead with the rest." And she did. The audience caught its breath and the girl went on to the end—and resumed her seat, soothed and sustained by the sense of victory. A little thing, yes—but eloquent of the life and influence of the teacher, the confidence of the pupil. The woman had taught the girl to be the captain of her soul amid a scene of terror no less than at the cannon's mouth.

All the school upon this Arbor Day had great bouquets of wild flowers by way of decoration—for Goldburg is on a rich and fertile plain, covered as only California plains know how to be, with fields of purple and gold, with cream cups and baby blue eyes and flaming poppies galore! Where outside the Golden State does the teacher of half a dozen urchins in the remote, inaccessible, poverty stricken community get \$700 or \$800 per year and have a standard school house and a standard equipment to work with? Where else do all the

teachers, little as well as big, gather in together once a year at public expense, to spend a week in freshening up and relieving the daily grind? In finding out each other's problems, in seeing how the world do move, in meeting and hearing those who happen to be in the eye of the larger world at the time, in hearing the gossip and seeing the styles and getting a change of fare? So much for the odors rising from the bunches of posies that were in the hands of the Goldburg youngsters—the blue bells and buttercups and masses of mustard! Wonderful wild-flowers of California!

An open door showed that the principal had an office. A typewriting machine stood there. Everyone in her room had a chance during the week to go in and practice on the typewriter—a touch of the outside world! Mrs. Osborn lived seven miles from the school. It takes her 20 minutes each way—she drives her Rambler machine, with precision and skill. Why not? Another touch of the real world—for her pupils as well as herself. No?

Well, well! Why, here we are, right up against the end! It is strange to me that so large an audience, so cultured, so professional, would have listened with such kindness and apparent interest to such a simple story, as any child might write. It is exactly true to the best of my knowledge and belief, even to the names of the teacher and the school. I would have you learn from this simple little tale that it is possible for a public school teacher to lead a long and happy and useful life; to maintain cheerfulness and enthusiasm throughout it; and to arrive at a station where she is a significant factor in the community, respected and followed by young and old—and *driving her own automobile!*

There are those who with corners of mouth turned down and eyes rolled up with dole, do say: "Nay, nay! The teacher's life is full of sorrow and he is of few days. He gets no honor, scant money, and he is laid early on the shelf." To such I would reply: "Harken well to the story of the Goldburg school. Get the habit of the enthusiastic spirit. Put yourself in touch with youth and growth and cheer if you would essay to lead the young. Take a higher view of the dignity and worth of your calling. Look up, not down. And may Allah prosper you and make his face to shine on you."

ANNOUNCEMENT BY A. J. CLOUD

(Deputy Superintendent of Schools of San Francisco; Secretary of
Bay Section, California Teachers' Association; State
Director of National Education Association)

THE office of Superintendent of Public Instruction has become more important of late than ever before by reason of new laws, such as free text-book legislation and that relative to the organization and powers and duties of the State Board of Education. The position has been removed from the sphere of partisan politics by provision of the existing primary election law.

The non-partisan character of the Superintendency has led me to decide to become a candidate for that office at the next election, and I do so with an abiding trust in the fundamental honesty and high aspirations of the people, and with a knowledge that they do and should look upon the public schools in a special sense as belonging to them direct. The following declaration of principles constitutes my platform, and allegiance is hereby pledged to such measures as will accomplish best the general policies therein set forth:

(1) As an executive, to carry out the school laws of the State to the best of my ability, and to assist in their codification.

(2) To give a careful business administration.

(3) To make the office of the utmost use to the schools of the state.

(4) To complete the absolute divorcement of the schools from partisan politics.

(5) To co-operate with the State Board of Education and its experts in realizing the great opportunity before them of valuable service to the schools.

(6) To co-operate with the public libraries of the State in an endeavor to bring them into closer relation with the schools and the schools into closer relation with them.

(7) To lend genuine and effective aid to the important modern movement for the development of practical education, without losing sight of the undiminished importance of the fundamental "common branches" of instruction; this, to the end that all may get the most out of life and out of themselves.

(8) To execute fairly and efficiently the provisions of free text-book legislation; and to uphold impartially the rights of the State

and the children thereof against any attempt to use the State Office for private ends.

(9) To accept, in spirit as well as in letter, the will of the people whether expressed through statute, constitutional amendment or the constitution, and not to obstruct the carrying out of their mandate in any degree. It is not unlikely that further vital measures of constructive, progressive educational policy will follow those so recently enacted. The Superintendent of Public Instruction, as the actual and not merely the nominal head of the State System, should be the respected adviser of the legislature in such matters, and the exponent of the people's will in respect to school affairs, without being bound by his personal interest.

With a full sense of the weighty responsibility of the office, I now present my name to the people of California as a candidate for Superintendent of Public Instruction.

EDUCATIONAL ISSUES INVOLVED IN THE ELECTION OF A STATE SUPERINTENDENT

ALLISON WARE

President State Normal School, Chico

I AM glad to place before the teachers of the State a brief statement of what seems to me to be the educational issues involved in the election of the State Superintendent of Public Instruction.

The State Superintendent is an officer charged with educational responsibility. His duty does not end with collecting statistics, distributing school funds, and sending out free textbooks, important as these things are. His office should be a force to aid in the solution of school problems. It should be a center for the collecting of facts regarding educational progress and an agency upon which all may depend for accurate information. Most important of all, upon some of the school questions of the day, it should take a definite stand and a positive attitude. It should seek to apply to such questions in a constructive way those educational standards and principles which have been justified by wide experience.

COMMON SCHOOLS

The State Office should form model courses of study based upon the work of our most successful schools. These should vary so as to provide types suitable for all counties of the State. Such courses should not be compulsory upon local authorities. They should be offered as suggestions based upon careful study and carrying only the force of their own actual worth.

HIGH SCHOOLS

The high schools are seeking to prepare young men and young women for life. Their great problem is to find a course of study that will produce the result. The office of State Superintendent of Public Instruction should be active in the work of gathering, from successful high schools, the best that has been worked out in general culture courses and in the direction of special interests along such lines as home economics, manual training, commercial branches, agriculture, and advanced scholarship. Through such work, standards may be built up that will prove of value to every high school in the State.

SCHOOL ADMINISTRATION

There are good ways and poor ways of voting bonds, building school houses, hiring teachers, and purchasing school supplies. Information based upon what has been tried and found to be good will prove of worth in helping local authorities to solve, in a business-like manner, the business problems of their administration.

VOCATIONAL EDUCATION

It should be the business of the State Office to direct the collection of all evidence available concerning what has been done in industrial training so that the work may go forward in our schools without delay upon the one hand, and without waste or misguided enthusiasm on the other.

SCHOOL LEGISLATION

The legislature should find the State Superintendent's office a place where reliable information may be secured regarding school conditions in California, and concerning school progress here and elsewhere.

TEXTBOOKS

It should be the business of the State Superintendent of Schools to

provide some system of distribution for free textbooks that will check waste, and put a premium upon their prudent use. It should be one of the duties of the Superintendent's office to improve the service to be had from books adopted and now in use. The office should strive to cure their defects as they are discovered, rather than to urge the more drastic and dangerous remedy of frequent change. Above all, the service of the office should go with the state textbook into the classroom. A textbook is, at best, only a tool. Sound suggestion in the use of the tool, founded upon the observation and experience of the best teachers and made available to all teachers who desire it, would go a long way in increasing textbook efficiency in the schoolroom.

RELATION OF SUPERINTENDENT'S OFFICE TO THE NEW STATE BOARD, AND COMMISSIONERS OF EDUCATION

The State Superintendent's office must be closely in touch with the work of the State Board of Education. The commissioners, appointed by that Board, are deputies in the Superintendent's office. Through a definite organization, co-operation in service and solidarity of purpose should be secured; and, if necessary, such unity should hereafter be strengthened by legislative enactment.

A CLEARING HOUSE FOR SCHOOL THOUGHT AND ACTION

No state school administration can serve as an oracle. It can and should serve as a center where conclusions may be founded upon known facts and results. It cannot, safely, follow the opinion of any individual. It should, however, seek intelligently in the work of all for such principles of efficiency as have been proved by wide experience. It should not rest its power upon compulsion or autocratic authority, but it should set up and staunchly advocate such guide-posts of educational service as rest upon tested efficiency. Such standards will have the force of their own inherent truth and that is all the force that anything deserves to have.

I do not entertain any false notions about this undertaking. It cannot be done in a day or by any short cut. It cannot be accomplished without patience and a good deal of striving. It cannot succeed if the public believe that the state school office is a job, primarily of value to the one who gets it.

CENTRAL SECTION MEETING, C. T. A.

From the moment of opening at Fresno on March 17 until the closing hour on the 20th, there was at the Central Section, not a dull, unprofitable moment. When it is understood that there was no crowding of the program, that in some instances only one and never more than two addresses were given in a session, that speakers stopped when they had finished, that music, social gatherings, entertainments, out-of-door games and interesting exhibits were featured as fully as were the more serious parts of the program, it can be readily understood what made the meeting a success. Through it ran the spirit of comradeship. Those who attended felt well repaid from every standpoint.

The General Sessions

Dr. A. E. Winship never appeared to better advantage in California or elsewhere. His address entitled "Visions" was scholarly, meaty, eloquent. Point after point was driven home through illustrations drawn from his rich experience. His severe arraignment of the traditional examination, and his distinction between problems and examples were far-reaching. "Why," said he, "should we give a pupil an examination, thereby giving him license to forget all he knew before the examination. We must teach in the grades that which will stay with the pupils, not simply prepare them for an examination. We must teach for keeps. Our schools have been too much concerned with examples. They must concern themselves with more big life problems."

President W. T. Foster of Reed College, Portland, in his "Teaching as a Profession," said "teachers must have time for self-improvement. Although they cannot keep up with the antics of society they must get out of the school room, secure recreation, and keep in touch with the outside world. They must not become schoolish."

Supt. Edward Hyatt's paper on "The Goldberg School" was a simple, direct story of what has been done by one enterprising teacher and her associates. This paper is published elsewhere in this issue.

Prof. C. E. Rugh struck a new note in his discussion in showing how the teacher must lay up a reserve store of energy thus to meet the calls that are made upon her strength and vitality. He went on to show how to conserve this extra store of vitality through the constant use of the mental and physical machinery.

Pres. J. A. Blaisdell of Pomona College spoke particularly of the life of Cecil Rhodes, showing how one man through energy and foresight, not only amassed a fortune, but subdued a continent, and brought all into play for the benefit of his country.

High School Section

Prof. W. Scott Thomas brought out the point that the specialist gives over attention to the subject, whereas he should be considering the pupil. "It is the student and not the study that is really worth developing. The greatest force in modern education is the high school. The greatest phase of the high school is the polytechnic high school, and this is only preparatory for the great school of life."

Commissioner of Vocational Education, E. R. Snyder, said that in the future "literature, geography, manual arts will be studied not for themselves, but as they apply to particular vocations. There should be various clearly defined vocational forces in the 7th and 8th grades and high school. If we install a system of vocational training, we will set the standard for efficiency."

Commissioner of Secondary Education, Will C. Wood, in speaking of the intermediate schools, said it is remarkable that in spite of modern criticism of the dead languages, most of the pupils elect to take Latin when they enter the intermediate school. At the beginning of each term, two classes in Latin are organized as against one class in French or German. The intermediate school makes a better and stronger appeal to the interests of early adolescence than does the old type elementary school, or the four year high school.

Grammar and Primary Sections

Dr. Margaret Schallenberger, Commissioner of Elementary Education, Geo. A. Bellamy, who represents the Playground and Recreation Work of America, Dr. Snyder, Mrs. Edna Orr James and others addressed the various meetings of this section.

Dr. Snyder said "the placing of vocational work in the grades would give the boys the dollar ideal toward which to work and while this is a low ideal, it is constantly before the growing lads today. It is in some ways not always a false idea. I can take a course in carpentry," said Dr. Snyder, "and build more arithmetic around it than is in the entire second arithmetic."

Mr. Bellamy stated that if we had playgrounds for our boys and girls there would be fewer of them sent to the reform school and later to the penitentiary.

Dr. Schallenberger said it is never a question of "Can we afford to give to the schools, but rather can we afford not to give to the schools."

Administration Section

Principal A. M. Simons of Visalia prepared a program on school activities. Principal H. M. Shafer held that the adolescence is a rapid period of development, at which time the pupil possesses abundant energy but often poor judgment. A mature mind is needed to direct him. Energy plus inexperience equals errors. He needs to have a large line of activity to choose from in order to try himself out. The teacher needs to get into the activities with the student in order to establish the spirit of comradeship. The inter-class or inter-group rather than the inter-school contest should be encouraged.

Principal A. C. Smith of Corcoran held that among the abuses of school activity was the using of school energy and school money to further school activities which make students unfit for work next day. He condemned student mass meetings at which songs, yells, jeers, etc., were practiced decrying and minimizing rival schools. Self control and gallantry and chivalry should be fostered.

Principal W. D. Bannister of Le Moore said that athletics do not reach a sufficiently large per cent of the students. The student rather than the contest idea should be developed.

Science and Mathematics Section

Fletcher Ayres of Visalia, W. D. Bannister, V. A. Rohrer, Henry W. Stager and others discussed the tendency of high school physics, vocational training, chemistry, mathematics and other important topics. The round table was a feature of this section.

Manual Arts Section

Mr. Geo. B. Holmes of Visalia explained his system of handling lumber, and caring for tools, etc. "Manual Training in Rural Schools," by Chester B. Hall, Tulare, discussed important problems connected with the shop. "Good Work I Have Observed" was the topic of Prof. W. Scott Thomas. Arthur H. Chamberlain reviewed the important changes in recent years in the teaching of the industrial arts. Discussions were given by the chairman, Hugh A. Owen, E. F. Bleyney, H. M. Ward and others.

English Section

Prof. W. S. Thomas emphasized the idea of bringing methods into closer touch with present day demands. He argued for the enlargement of the curriculum in all directions, especially in English. Miss S. C. Ashby in her paper, "The Literary Masterpiece and the Social Environment" called out a discussion in the direction of criticism of what constituted the literary masterpiece, and the impossibility of defining the term to suit the varying conditions of the social environment. The latter term was also hopeless of a sufficiently comprehensive definition. Prof. Penfield argued for the possible abolition of the entire present course of high school English and the substitution of more modern literature, the selection to be left in the hands of the English teacher under the direction of the principal. There was both agreement and a decided disagreement to this proposition. Dr. John H. Molineux, the chairman, in his address, "The Training and Equipment for Teaching English in the High School," took the ground that the English teacher had to a very large extent more serious responsibility than the teacher of any other subject. He pleaded for a closer application of the subject to the condition of the student, the necessity of sound, black-letter scholarship, and a greater familiarity with the fundamental principles of ethics. Attention was drawn to the paramount requisite of a thorough acquaintance with philological principles and the necessity of Latin and at least one other modern language as the basis of syntactical construction. The influence of English literature, by Miss Martha Stemm, showed the application of the present English course to the conditions of the present day student. The paper by Miss Mary Murphy on the Duties of the English Teacher Outside the Classroom was full of helpful suggestions on ways and means on attaching the student to the school and its work.

History Section

Commissioner Wood, in speaking of the placing of economics in the high school curriculum, said we have been clamoring for a more adequate expression of the popular will. The very fact that we had the direct primary, the initiative, referendum and recall, established the need for a better and more adequate understanding of institutional life.

Dr. Snyder's discussion of the Teaching of Sociology, Our Everyday Problems in Teaching History, by C. L. Geer, together with other discussions, made this one of the best meetings of the session.

Agricultural Section

Prof. W. G. Hummel, in speaking of Community Work for the Rural School Teacher, pointed out the necessity of teachers in the rural school to become part of the community life, the advantage

coming not only to the community, but to the teacher as well. In another address Prof. Hummel showed the reasons for opposition to the teaching of agriculture were in some measure based upon the impulsive manner with which America developed the study.

Commercial Section

Bookkeeping in the Modern Office, Fred M. Powell; What the Commercial World Expects of the High School Graduate, J. M. Cox; How I Get Results in Typewriting, Bertha B. Boland; Commercial Education and Methods of Teaching, C. J. Martin; Penmanship, Miles Mossman; Commercial Subjects and Problems, H. H. R. Hunt, and a round table discussion were included in two profitable meetings.

Music Section

The high school students of Madera, Clovis and Fresno rendered excellent chorus work in four part harmony. The high school chorus of Madera came in a special train chartered by the Chamber of Commerce and were directed by L. W. Harvey. Ninety boys and girls from Clovis High School were brought by automobiles chartered by the business men of that town. A paper was presented by Gen. Henry Lyons on Helpful Hints on Music for the Busy Country Teacher. Classes from the State Normal School, Fresno, and the city schools sang under the supervision of A. G. Wahlberg. Miss Ada Jordan of Berkeley spoke upon the use of the Victor in the school.

Entertainment and Sports

The reception and entertainment by the Schoolmasters' Club of Central California was original. The program was given entirely by school men. And in addition to the music and readings, there was a well timed takeoff on the grand opera of the day, that showed the talent to good advantage. "The Knight of the Burning Pestle," given with a cast of high school students, was creditable in the last degree. The annual banquet of the Schoolmasters' Club was well attended, the president, W. B. Givens, introducing as speakers, Dr. E. R. Snyder and Arthur H. Chamberlain. The alumni of the Fresno Normal School held a meeting and dinner and the large number present showed the enthusiasm of both old students and new. President C. L. McLane, Dr. Snyder, C. L. Phelps, Miss M. McNeil, Miss Margaret Wear, A. E. Balch, and others spoke.

The girls of the Fresno indoor baseball team defeated the Tulare girls by a score of 32 to 21. The fielding was a feature, the team work excellent, the batting and running of A 1 quality. After this game the Schoolmasters flocked to the diamond, the men of Fresno City being defeated by the county men in a score of 12 to 2. All the objections made to the decisions of the umpire, who was the secretary of the California Council of Education, were well founded. It is doubtful if he will again dare to pose as a professional in the San Joaquin Valley. The entire teaching body at one of the general sessions decided to make games and sports a permanent feature hereafter and a committee was appointed to look after this phase of education.

The display of work in manual arts and drawing by the Fresno school pupils was excellent and suggestive. The application of the principles of design to various constructive materials was well brought out. Work in charcoal, water-color, crayola, and the products of the shops were eagerly studied by all.

Officers

Supt. Lindsay, J. A. Nowell and Craig Cunningham were the presiding officers at the general meetings. As first vice-president, Mr. Cunningham took over the duties of president on his arrival. He presided with ease and dignity and dispatched business readily. The officers for the ensuing year are Supt. J. E. Buckman of Tulare, president; J. A. Nowell of Fresno, first vice-president; M. L. Hughes, Merced, second vice-president; Mrs. M. E. Bernstein, Hanford, secretary; A. M. Simons, Visalia, treasurer. Members of Central Council, J. H. Tenner, Sanger; M. M. Whiting, Madera.

Resolutions Adopted

In addition to resolutions of appreciation, the association went on record as against the abolishment of the Poll Tax Law to be submitted as a referendum at the general election in November; recommended that teachers explain the County Free Library Plan to their trustees; endorsed Simplified Spelling, and provided for a committee of three to co-operate with similar committees in other states; recommended to the State Board of Education that at the expiration of the period for which the Advanced State Arithmetic and the Brief History of the United States were adopted, the State Board select text books better adapted to the needs of the public schools of California.

The following were unanimously adopted:

Inasmuch as many of our school buildings throughout the State, especially in certain rural districts, do not meet modern needs in the matter of construction, sanitation, and size and character of school grounds, therefore, be it

Resolved by the members of the Central Section of the California Teachers' Association, that the State Board of Education and the Commissioners of Education be requested to use their best endeavors to bring about an improvement to the end suggested, and toward the establishment of a minimum standard of excellence in this regard.

As improved work and conditions in the rural communities are to be brought about largely on the basis of more expert and far-reaching supervision, therefore, be it

Resolved, that legislation toward this end be provided at an early date. This request is made at the suggestion of the rural school teachers of the Central Section of the California Teachers' Association and endorsed by the entire body of the Central Section.

Whereas, Death has removed from us our beloved president and co-worker, F. G. Sanderson of Merced, a gentleman in the highest sense of the term, a ripe scholar, a capable teacher and an efficient administrator; be it

Resolved, That we express to his family and close friends our sincere grief and sense of heavy loss in his departure from us; and

Resolved, further, That this expression of appreciation and sorrow be recorded in the minutes and embodied in the report of this meeting, of which he would have been the presiding officer.

ON TO ST. PAUL!

Ten Reasons Why You Should Attend N. E. A. at St. Paul

1. Because as a Californian your aid is needed in bringing the 1915 meeting to California;
2. Because special excursion facilities will be offered by the railroads if we go in large numbers;
3. Because the itineraries planned by the different railroads will give you an unusual opportunity to see the wonders of Western scenery and to enjoy the many pleasures en route;
4. Because the City of Portland, Oregon, will be our host in the beautiful "City of Roses" and her teachers will join our party for St. Paul;
5. Because the progressive city of Seattle will welcome us and show us a royal good time in that city famous for its hospitality;
6. Because the city of St. Paul is stopping at no expense to make the July meeting the most memorable in the history of the N. E. A.;
7. Because our St. Paul Entertainment Committee is planning a gorgeous spectacle in truly Californian fashion to show our eastern neighbors a sample of the "World's Playground";
8. Because a large delegation will be most effective in stimulating increase in attendance at the 1915 meeting;
9. Because you will be unable to spend your vacation money to better advantage;
10. Because there will be offered at the National meeting a program you cannot afford to miss.

THE NATIONAL SUPERINTENDENTS' MEETING AT RICHMOND

SENTENCES AT RANDOM

Comparisons

"There were more things said that were true and fewer that were trite than in any previous meeting. There was greater devotion to action and less to reaction than we have ever known.

"Evaluate" was overworked. "Stress" and "Stressing" were less distressing than last year."

"Sex hygiene was the nearest approach to sensationalism of any phase of the program."—"Editorial Estimates," *Journal of Ed.*

The Aim of the High School

The aim of secondary education should be set by two considerations: (1) The special needs of the adolescent, and (2) the needs of the present-day American society.—*Dr. Henry Newman, Society for Ethical Culture, N. Y.*

Public School Survey

No matter what attitude we assume towards reforms and innovations we are damned if we do and damned if we don't. But we must keep our minds clear and our hearts courageous.—*Charles S. Meek, Supt. Schools, Boise.*

Hopeful Experiments

How can we hold good teachers in the rural schools if they have to continue without comfortable or congenial boarding places?—*Mrs. Josephine C. Preston, State Supt., Washington.*

Fundamental Distinctions Between Liberal and Vocational Education

Liberal education should train mind, taste and character so as to make a man who is capable of so utilizing the resources of civilization

as to benefit himself and to benefit other men, who produce and who also utilize the goods of civilized society.

But vocational education must make the producer rather than the consumer of utilities. Liberal education seeks to produce the broad, appreciative man, vocational education the intense, skillful, productive man.—**David Snedden, Commissioner of Education, Mass.**

Educational Achievements

Educational achievements consist in establishing desirable connections, binding appropriate responses to life's situations, training the pupil to "behavior"; "behavior" being the name for every possible sort of reaction of the circumstances into which he may find himself brought.—**Dr. E. L. Thorndyke.**

Sex Hygiene

The teacher should hesitate to give lectures to the pupils which if printed and sent through the mails might cause the arrest of the sender.—**Grace C. Strachan.**

Differentiation in Courses of Study

We need differentiated courses in our schools because our schools are filled with differentiated children. We are just awakening to the significance of this condition. A few years ago educators began to discover the facts concerning the ages of the children in the different grades. This brought to light the astonishing fact that there are children of almost every school age in every grade. In every large school system we found that the oldest children in the fifth grade were older than the youngest children in the eighth grade.—**Leonard P. Ayres, Russell Sage Foundation.**

Officers Elected

President, Henry Snyder, superintendent of Jersey City, N. J.; first vice-president, P. W. Horn, superintendent of Houston, Tex.; second vice-president, E. C. Warriner, superintendent of Saginaw, Mich.; secretary, Mrs. Ellor Carlisle Ripley, assistant superintendent of Boston, Mass.

COUNTY INSTITUTES

In the days preceding the Central Meeting, several of the counties held annual sessions, the members later coming to Fresno. County Supt. Cunningham of Madera held at Raymond one of the most profitable meetings ever held in his county, among the speakers being Allison Ware, Will C. Wood, W. T. Foster, and W. G. Hartmanft. Opportunity was furnished the members of the association to visit the quarry located at Raymond. At Hanford, Kings County, Supt. Mrs. N. E. Davidson had upon the program Dr. R. G. Boone, W. G. Hartmanft, Principal Harry Shafer of Hanford and E. Morris Cox. At Merced, County Supt. Miss Margaret Sheehy provided as speakers President W. T. Foster, A. E. Winship, Will C. Wood, W. G. Hartmanft, Arthur H. Chamberlain, Lee Emerson Bassett and other local men and women, and in addition to the general sessions there were high school and grammar department meetings. Of the resolutions passed, there was one relating to the death of F. G. Sanderson, principal of the high school at Merced and President of the Central Association. At Visalia, in Tulare County, Supt. Buckman had upon his program Dr. Margaret Schallenberger, Dr. E. R. Snyder, Dr. A. E. Winship, and other local people.

FLASHES FROM THE MAGAZINES

"What Europe Thinks of Us"

"The purpose of these articles is to lay a framework for a composite picture of the United States of America as seen through European eyes, or more exactly, as received by men who think—the 'intellectuals' as they are called, in scorn as often as in praise, in Western Continental Europe."

"In Europe today all international thought converges on the idea of international peace and the hope of permanent peace bears always a direct relation to the idea of self-governing democracy."—**Dr. David Starr Jordan, World's Work (April)**. (The first of an interesting series of articles in which the Chancellor of Leland Stanford University gives "a résumé of the ideas of men who think seriously on political and social measures and especially of those who think in international terms.")

"David Starr Jordan"

An intimate appreciation of the Chancellor "Who made the 'red-tiled principality' of Stanford University into a world-famous democracy of education—a biologist whose studies of fishes led him finally to become one of the foremost advocates of international peace."—**Isaac Russell, World's Work (April)**.

The Pot Boiler

"There is as much harm done in this world of ours by hasty and superficial criticism as by shoddy work. It's the easiest way to be clever. And criticism can be as cheap and sensational as anything else."—**Arthur Train, Sat. Eve. Post, Mar. 21**.

An Open Letter to President Wilson on Behalf of American Literature

"Mr President: Your entire career, as student, scholar, educator and administrator constitutes a guaranty that you deem the spiritual development of a people no less important than its material welfare. It is also a guaranty of your ability to interpret the word 'spiritual' in the broadest and most constructive sense. Thus I feel prompted to place before you a question that has been fermenting in my mind for a long time. Will this nation, as a nation, never do anything for the encouragement or reward of its poets and men of letters?"

"The time has come, I feel, when this nation, for the saving of its own soul, must give serious and loving thought to its poets and men of letters. Some one whom the people trust must take the first step in the new direction; there is today probably no one whom they trust to a greater extent than you, and I can think of no other fitter for the task I suggest."—**Edward Bjorkman, in the Century (April)**.

Village Life in the Holy Land

Gives a vivid description of the life of the present day inhabitants of Palestine, showing how, in many cases, their customs are the same as in Bible times. Illustrated by photographs by the American Colony Photographers, Jerusalem.—**John D. Whiting in the National Geographic Magazine for March**.

The principal of an academy in Providence had been in the habit of requiring boys in his Shakespeare class to give appropriate titles for the scenes in different plays. After reading the Merchant of Venice he asked one of the boys to suggest a good title for the scene in which Jessica steals away from her father's house with Lorenzo.

The boy, after a few moments' thoughtful silence, showed his familiarity with melodrama, by answering:

"No Mother to Guide Her."—**Everybody's**.

Gleanings

Victory at San Bernardino—The \$250,000 bond issue for the new polytechnic high school group at San Bernardino passed by a vote of 3 to 1. The boys and girls took an active part in the campaign. The beautiful 20-acres site north of town has been the property of the school district for several years. Buildings will be completed by January, 1915. The old building will be used for grade purposes.

Boston Teachers' News Letter—The official organ of the Boston Teachers' Club, The Boston Teachers' News Letter, has as its motto "It is not necessary that we should all think alike, but we should all think." The publication is now in its second volume and is well worth reading.

Junior Exposition—The second annual Junior Exposition will be held in San Francisco May 19-23, with F. K. Barthel, director. Supt. Roncovieri has called the teachers' institute for the same time. By thus holding these meetings in conjunction much good will result. It is hoped that a schedule will be drawn up by which credits may be allowed for work done out of school hours and exhibited at this time.

The Junior Exposition will embody 14 departments with probably 15,000 entries at Pavilion Rink. At Dreamland Rink there will be practical demonstrations by boys at work in shops, by girls in the cooking room, producing national dishes, setting tables, etc. The entire process of draping, cutting, and making a woolen dress will be carried on. There will be shown office equipment, and pupils will demonstrate the work of the commercial school. There will be wood block printing and work at the loom in weaving and tapestry. Governor Johnson and Mayor Rolph will speak.

School Principals Organize—In Fresno County the school principals have organized with W. N. Davis of Kingsburg as temporary chairman. Permanent organization will be effected later.

Women Recognized—In Cincinnati hereafter married women may be employed as teachers. Moreover, women doing the same kind and grade of work as men will be paid an equal salary, and women will be given equal opportunities with men in all public schools positions.

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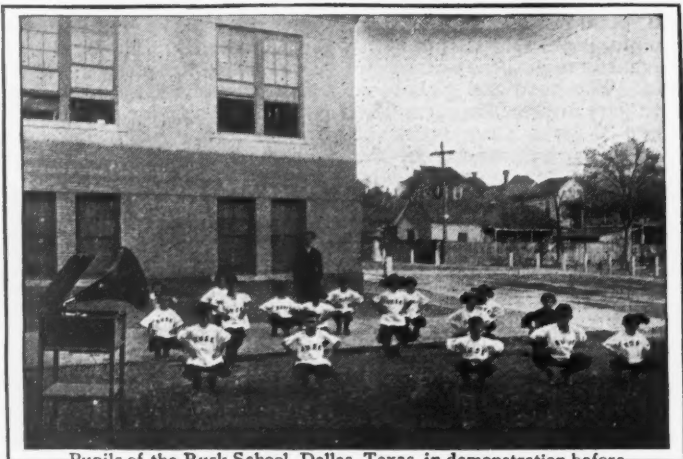
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Say you saw it in the Sierra Educational News



Pupils of the Rusk School, Dallas, Texas, in demonstration before the State Teachers Association, November 28th, 1913

The School Board of Dallas, Texas adds the Victor to its school equipment

Ever since its introduction into the schools, when the Victor first demonstrated its value in school work, it was a foregone conclusion that the school boards would eventually furnish their buildings with the Victor, just as they do with various other articles of school equipment—and that is just what is happening.

Heretofore each individual school has usually installed its own Victor, but now school boards have become so impressed with the usefulness of the Victor, and the fact that it is in daily use in the schools of more than **one thousand cities**, that they are including it as part of their standard equipment.

The school board of Dallas, Texas, has just appropriated **two thousand dollars** and added twenty-six more Victors (and appropriate records) to the number already in the schools, and they will eventually have two Victors in every school in the city.

Another indication of the increasing influence of the "Victor in the schools" is the endorsement and approval of the Victor book "What We Hear In Music" by the Supervisor of Music and Board of School Superintendents, which has resulted in the school board of New York City placing it on the regular list of text books for use in the New York schools.

You have only to hear the special school records for marching, calisthenics, folk dancing, to realize the valuable field and boundless possibilities of the Victor in school work.

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The horn can be removed and the instrument securely locked to protect it from dust and promiscuous use by irresponsible people.



Scholia Club—A presentation by E. Morris Cox on Retardation, and particularly showing up some of the weaknesses in the arguments of the retardationists was epoch making. That most of the causes of retardation lie outside of rather than within the school was clearly shown.

Junior College—In the high school at San Diego, under Supt, Mackinnon and Principal Gould, two years of work are to be added, thus making it possible to pursue the freshman and sophomore college courses at home.

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Cyclopedia of Education—The five volume edition of Monroe's Encyclopedia of Education sells for \$25, with a ten per cent discount to boards of educations and superintendents. This remarkable contribution should be in every library and upon the table of every student of education.

231 E 1914



Accuracy in the Measurement of Colors

Heretofore the eye has been the means of estimating color, and does not always see alike. A par-

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For Second School Year - - - 30 cents

A delightful little book that offers an interesting variety of material for dramatization, reproduction, and memory work. Besides simple adaptations of seven popular nursery stories, such as "The Three Bears," "Little Red Riding Hood," and "The Little Red Hen," the book contains a number of fables and folk tales which illustrate the various duties of childhood. The poetry included is popular with small boys and girls. The subject matter is arranged with reference to the seasons. Among the sixty-four attractive illustrations are twenty-three in colors.

SKINNER AND LAWRENCE'S LITTLE DRAMAS

For Third School Year - - - - 35 cents

The little plays in this book are derived largely from well-known prose and poetical selections of high literary quality. Among them are adaptations from Kate Greenaway, Thomas Hood, Laura E. Richards, and Lydia Maria Child. The plays may be acted by the children, or be used simply as reading lessons to assist in securing natural expression. There is a strong dramatic appeal in each selection. If memorized and presented as plays, the scenery may readily be improvised from objects always at hand in the schoolroom.

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Say you saw it in the Sierra Educational News

Service Recognized—A resolution offered in the Los Angeles City Board of Education and referred to a committee provides that any teacher who has been for seven consecutive years in the employ of the district shall be given six months' leave for travel and study on half salary, if the teacher so desires. The teacher must agree to return and remain in the schools for not less than two years.

Reprinted in Full—The article on "The Japan Current and the Climate of California," by William G. Reed, appearing in our November issue, has by permission been reprinted in the March number of the *Journal of Geography*.

Johns Hopkins University—The newly-elected president of Johns Hopkins is Dr. Frank J. Goodnow, Professor of Law and Municipal Science at Columbia, and one of the leading authorities in his line in the world. He is now in China as counsellor to the Republic.

Oakland's Growth—The average daily attendance at the close of February, 1914, in the Oakland schools was 21,913, an increase of 2,745 over the corresponding period of the preceding year. The gain in the elementary day schools alone was 1,963, and in the high school 391.

Vocational Education Bill—The members of the Applied Arts and Sciences Association and Advisory Council, Bay Section, in joint session, March 28, discussed the proposed bill. President D. R. Jones announced the following as a committee from the Council to act with a like number of non-Council members to consider desirable revision in the bill: J. B. Davidson, E. M. Cox, R. G. Boone, P. M. Fisher, Miss Minnie Coulter.

Silver, Burdett & Company—W. G. Hartranft of Silver, Burdett & Company, has gone East to attend a meeting of his company, of which he is a director.

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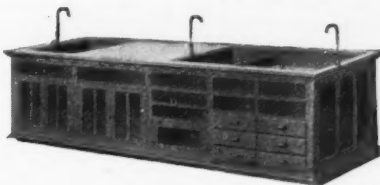
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MISS TALBERT, author of THE EXPRESSION PRIMER,
and Primary Teacher in the Emerson School of Berkeley,
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I have examined the "See and Say Series"—Book I and Teacher's Manual. These two books should command the attention of all primary teachers. In my opinion, they mark an advance step in the teaching of phonics. The author presents a carefully worked out system, both thorough and practical, yet so simple and natural that the child thumbs each study page as eagerly as he thumbs his picture book.

The work is presented in such a way that this charming book may be used with any primer. The Manual will prove especially helpful to young teachers. I find it brimming with delightful stories, busy work, and material for dramatic action. The illustrations are of the highest order, are unusually well adapted to the special subject matter of the text, and are strong in their appeal to children.

I take great pleasure in recommending this book, for I feel that it is a part of our professional work to see that the best and only the best is placed before the children.

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Say you saw it in the Sierra Educational News

University of Southern Cal.—The model secondary school at the University furnishes an admirable clinic where those who are candidates for high school teachers' certificates may receive their teaching experience. Beginning with September next the number of students to be enrolled for teachers' certificates will be limited to 150.

Charter Day, U. C.—President Wheeler announced on Charter Day gifts totaling between two and three millions to the University during the twelve months past. Most memorable of these gifts was the founding of the Hooper Institute of Medical Research. Over \$600,000 has been subscribed for the new teaching hospital.

Free for the Asking—A series of 12 beautifully colored pictures giving illustrations from Gulliver's Travels, Jackieboy in Rainbowland, and other delightful children's books have recently been published by Rand, McNally & Co. These

pictures may be had by writing Belford, McNally & Co., 454 So. Olive St., Los Angeles.

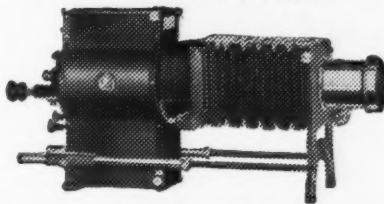
Yosemite National Park—The horse-drawn coaches to Yosemite have all been exchanged for automobile stages, the government having just granted permission for this change, which takes place April 1. The Yosemite Transportation Company operates the line between El Portal and the Valley.

Briggs of Columbia—Dr. T. H. Briggs of the Educational Department, Columbia University, has been on the Coast studying secondary school conditions, especially intermediate schools. Most of his time was spent in California.

Teachers of English—On April 18th at the Girls' High School, San Francisco, there will be a meeting of the California Teachers of English. Permanent organization will be effected with a view to affiliate with the national society of teachers of English.

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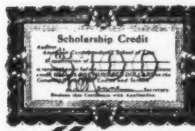
Passed by the National Board of Censorship.—Bus. Mgr.

1915 Club—At the March meeting of the 1915 Club, Supt. Barker of Oakland gave a resume of recent developments in education. As chairman he called upon Glenn Wood, who discussed music in the schools; A. D. Tenney, whose subject was the intermediate industrial schools, and F. H. Meyer, who dwelt upon the arts and crafts movement.

Summer Session for 1914—The University of Southern California announces an unusually wide range of courses in many departments for its 1914 Summer Session, which begins June 29 and continues six weeks. Besides members from the regular Liberal Arts Faculty, a number of visiting professors will give courses. These include Professor A. B. Shaw of Stanford (History), Gertrude B. Parsons and Ida Bach of Los Angeles

(Public School Music), Principal J. B. Lillard of Gardena (Agriculture), Professor James F. Chamberlain of Los Angeles State Normal School (Geography), Robert C. Root of the American Peace Society (International Conciliation).

Athletics—At a meeting of the representatives of the Fresno Union High School Union, Central California Amateur Athletic League and of a number of unattached high schools, it was decided to send a delegate to the Athletic Conference at Los Angeles on March 28th. It was sincerely felt that such an organization for statewide control of athletics would help solve many of the problems that arise. A. M. Simons, Supervising Principal of the Visalia High School, was selected as representative for the San Joaquin Valley schools.



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Peace Day—It is hoped that there will be wide observance in the schools of the state of Peace Day, May 18. Alden H. Abbott of San Jose High School, secretary of the California branch of the American School Peace League, will be glad to co-operate with any teacher and to offer suggestions as to program. Educational authorities generally should understand the importance of proper observance of the day.

Summer Session, U. C.—The first announcement has been issued of the University of California Summer Session, June 22-August 1. A large variety of courses will be offered under experienced and well known instructors. Information may be had from the Dean of the Summer Session.

The Munich Party—Of the 25 Americans who are to make up the party to study in the industrial schools of Munich this summer

three have been chosen from California: R. F. Schaeffer, Polytechnic Elementary School, Pasadena; N. Hatherall, Polytechnic High School, Los Angeles; and Charles A. Kunoe, Director, Manual Training, Los Angeles.

"Surrender" of fraternities—The members of the four fraternities and sororities in the San Jose High School have agreed with Principal Charles S. Osenbaugh to resign from their several organizations. This stand, taken voluntarily, speaks well for the democratic spirit of the school and for the unity of action between students and faculty.

San Diego City Institute—Supt. Duncan Mackinnon offered as a feature of the institute, a large number of addresses by women. Prof. H. S. Clark of Chicago University was the principal speaker from abroad. The institute lasted three days, and many of the perti-

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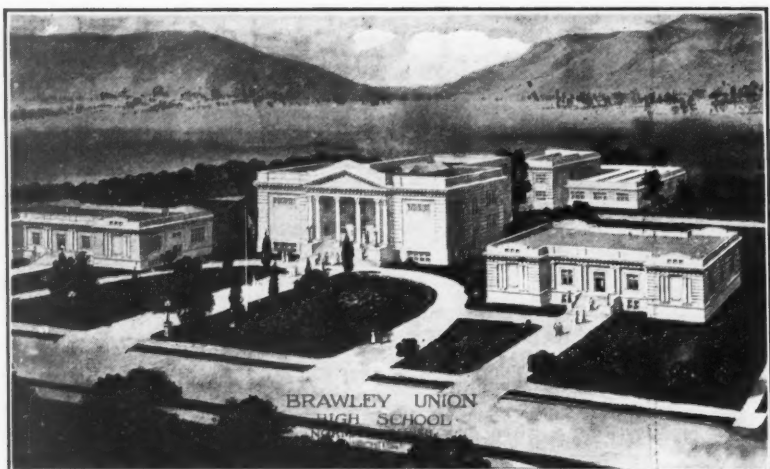
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nent needs of the city as regards social reforms, beautifying the municipality and civic welfare problems were discussed. Supt. Mackinnon discussed the division of the school year into four terms or quarters with a brief vacation between each quarter.

Women Teachers in Vienna—Women have been temporarily eliminated from the school teacher equation in the Vienna public schools. Claim is made by the authorities that "so few vacancies exist that no further applications from women teachers will be received." The Vienna City Council is silent as to the male fraternity.

The Newman Club—An announcement has been issued by the Newman Club of the State Normal, San Jose, of a series of attractive lectures, conferences and social hours to be held during the remainder of the school year.

Student Body Constitution—The Oxnard Union High School student body has issued a booklet giving the constitution of the student body as well as the constitution of the students' self-government of the high school. By addressing Principal Herbert Lee, any principal or president of high school student bodies may receive a copy.

Rural Schools in Canada—Under this title James Collins Miller, principal of the Normal School, Camrose, Alta, discusses the organ-

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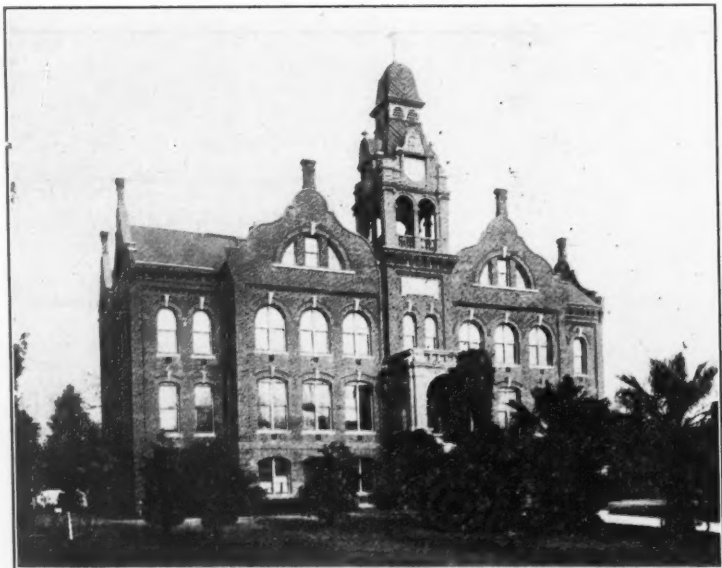
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ization, administration and supervision of the rural schools of Canada. This is the first study of the kind ever attempted. It is not only exhaustive but accurate in the highest degree. In this book of 236 pages, and one of the contributions to education of Teachers' College, Columbia University, Mr. Miller gives a survey of the Canadian systems and shows their relationship to rural education. He then goes on in part two to consider inspection and supervision of rural schools. There is perhaps no one in the country better prepared than is Mr. Miller to give us a comprehensive review of the field. He has rendered a distinct service. He was formerly connected with Throop Institute, Pasadena.

And Still Another!—The Teachers' Forum makes its bow in Feb-

ruary with volume 1, number 1. Its 48 pages of reading matter contain much of interest, and we trust that the present standard will be maintained. It is the official organ of the Associated Teachers' League of New Orleans. We extend to the Forum the right hand of fellowship.

Elementary General Science—Mr. Percy E. Rowell's book, *Elementary General Science, Book 1*, contains in its 200 pages, problems and exercises adaptable to the grammar and intermediate schools. In this book Mr. Rowell brings together many of the fundamental phenomena in physics, chemistry, agriculture, forestry, and work on plants and animals, sanitation, and the like. Following each chapter is a suggestive set of review questions. The book is well illustrated.

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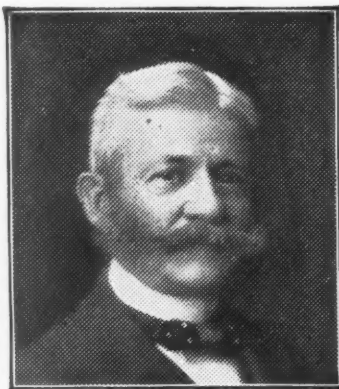
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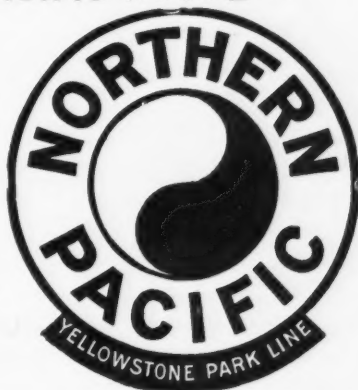
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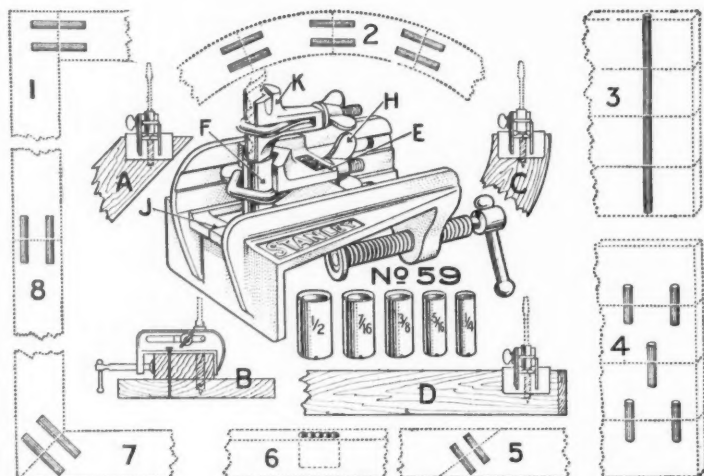
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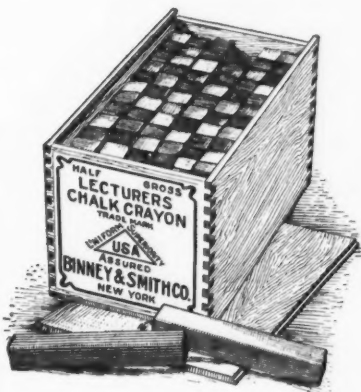
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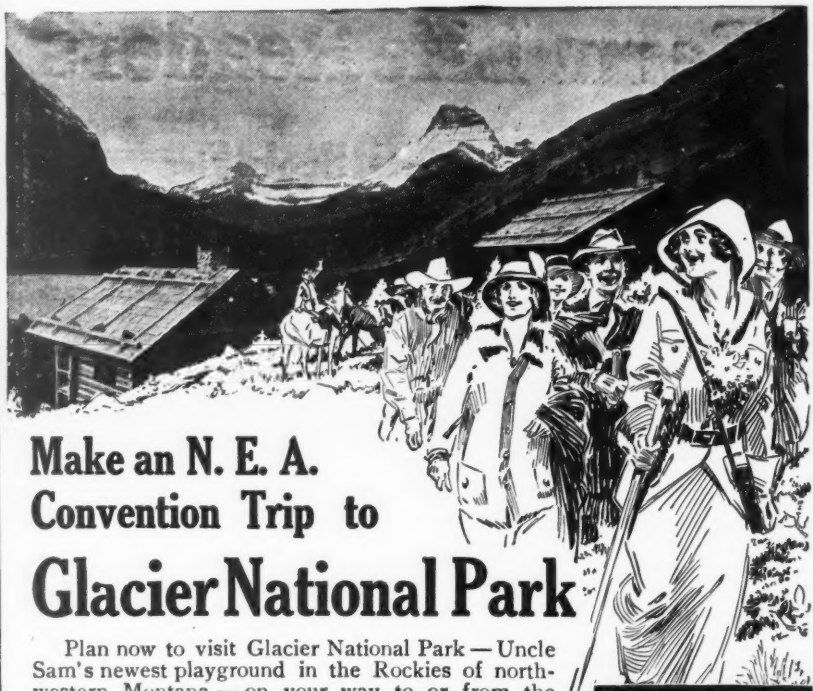
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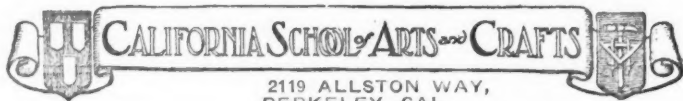
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